



RESEARCH PAPER

Complexities Faced by Non-native Learners in Accuracy and Fluency in English Language speaking at BS Level

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ABSTRACT

The objective of this research is to identify the complexities faced by non-native learners in achieving accuracy and fluency in English language speaking at the BS level. Students studying English as a second or foreign language often encounter challenges in effectively communicating in English. Limited exposure to the language and lack of opportunities for expressive speaking hinder their ability to communicate proficiently. Additionally, educational practices and policies, such as an emphasis on grammar and academic discussions, often neglect the development of practical communication skills. This study utilized a quantitative research approach to collect data from 150 BS English students at Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan. Convenience sampling was employed, and a questionnaire was used as the research instrument. Reliability and validity of the instrument were assessed through statistical analysis. The research findings indicate a significant positive impact of non-native language learners on English speaking skills. Additionally, accuracy and fluency were found to have a strong and positive influence on English speaking skills. Based on the study's findings, it is recommended to prioritize effective teaching strategies that focus on enhancing students' oral communication skills, providing ample opportunities for interpersonal communication and public speaking practice. Curriculum reforms should strike a balance between fluency and accuracy in language teaching to promote effective communication in English among non-native learners.

Keywords: Academic Achievement, Hearing Impairment, Motivation, Interest, Parental Involvement

Introduction

Students who are studying English as a second or foreign language have benefited from the development of a large number of paradigms over the course of the past seven decades. These paradigms were established to assist students. If a person wants to be successful in the process of learning a new language, one of the most important qualities they can possess is the capacity for clear and concise communication. Therefore, learning a second language is a way that one can increase their ability to communicate with others (Lee et al., 2017). Because of this, there is a greater requirement to practice helpful skills, such as giving presentations in public settings. According to Gürbüz (2017), success can be defined as the ability to carry on a conversation in the (target) language. When it comes to acquiring a second language, this is the yardstick by which success is assessed. Students sometimes have the mistaken belief that knowing the grammar and vocabulary of a language is required to be considered proficient in that language. This is a widespread misperception among students.

The student's limited exposure to the English language and the limited opportunities for expressive speaking in that language are two important issues that significantly affect the student's potential to communicate in English. The studies of Fleckenstein et al., suggest that the most significant sources of input for pupils learning a foreign language are the instructor, the materials, and other students. Students nearly invariably find themselves shut off from the company of any other native English speakers when this occurs, with the exception of their teachers, who are the only people who can communicate with them in English. Students who are studying English as a second language don't get nearly enough opportunities to practice their ability to communicate. In a school setting, it is not uncommon for pupils to make embarrassing blunders in conversation; nonetheless, this remark is especially pertinent to the experience of youngsters who are acquiring a second language. Instruction in public schools in the United Arab Emirates mainly takes place in English, and teachers are required to be able to communicate fluently in Arabic with their students. It is absolutely necessary to enroll in a school where the teachers communicate with their pupils in the students' original language in order to be successful in learning English. This is because the United Arab Emirates (UAE) employs a sizable number of employees whose mother tongue is not Arabic, and there are also people whose original language is English who live in the UAE. Both of these factors contribute to the situation. Students in the United Arab Emirates who are interested in enhancing their English language abilities must contend with a significant lot of competition in the shape of a wide range of obstacles. Students need to be able to communicate in a variety of contexts in a way that is both clear and fluent in order for them to have any chance of having an impact on the result of a conversation. In addition to this, they are tasked with addressing particulars, such as paraphrasing, criticizing, or recasting the debate in more general terms... In addition to displaying the appropriate facial expressions, students are also required to use appropriate language and either rephrase or emphasize statements in order to show either contentment or discontent with the service (Cheng et al., 2021). When developing a speech, it is important to take into consideration a variety of characteristics, including sound patterns, rhythmic structures, and intonations, amongst other aspects of a speech. Other components include examining the qualities of the intended audience, such as the participants' common knowledge or points of reference, the participants' position and power connections, and the diversity in perspectives among audience members (Tajeddin et al., 2016).

Literature Review

Challenges of non-native in English speaking

The inability of Pakistani pupils to speak in an appropriate manner has reportedly become a national concern, as stated by the government of Pakistan. Pakistan will soon have a new generation that is able to communicate across cultural lines with the assistance of the ESL community. As a result, the objective of the nation to advance to the level of a developed nation is being met. The results of previous studies indicate that the ideas that teachers have about how to teach oral communication skills in an English language classroom rarely end up being implemented (Northbrook et al., 2019). It is unreasonable for a teacher to insist that students break the quiet and use linguistic components that children have not yet innately mastered. Students who are unable to communicate fluently in the target language will struggle to do so in that language. There is a possibility that students' and their professors' viewpoints on education may not always coincide 100% of the time (Fu et al., 2018). Because of this, it is impossible for them to put their educational ideas into practice in the classroom because those ideas are in direct competition with one another. According to the findings of research, textbooks are still utilized in educational settings. Because of the incompetence of the students, the teacher is being compelled to adopt a classroom strategy that is focused more on the instructor (Nushi et al., 2018). Despite this, teachers are unable to offer communicative language training in their classrooms since the criteria of the exam prevent them from doing so. In the classroom, they have no choice but to provide their pupils

with an education that is centered on the instructor and emphasizes the use of grammar (Mohammed, 2018).

According to study conducted by Okuda (2019), many Pakistani businesses believe that the incapacity of our graduates to successfully communicate in English is the reason why so many of them are unable to find work after graduation. The ability to communicate effectively in public has become increasingly important in recent years, and as a result, educators and politicians frequently debate its significance. According to Kim (2016), education policymakers and educators should examine the current curriculum, which places an emphasis on workbook drills to ensure grammatical correctness. Students are missing out on the chance to acquire the skills necessary to communicate effectively in the working world. Students' ability to speak more fluently can be improved by providing them with multiple opportunities to practice their interpersonal and presentation skills. The educational system ought to provide students with frequent opportunities to present and engage in role-playing, and it ought to place a greater premium on fluency than it does on correctness. The students' capacity to converse more fluently and their ability to overcome their fear of public speaking could both be improved with the assistance of these types of activities. The most weight is placed on receiving instruction in reading and writing, as well as a comprehensive understanding of grammatical rules and conventions. Because of this, people have the impression that English is a subject that is discussed in academic circles, rather than one that is utilized by native speakers in their day-to-day discourse. English language acquisition mechanics and communication are kept separate due to the 'set' ways in which the language is used, which makes it more difficult to learn the language (De, 2019). It was shown that children frequently experience classroom fright, shyness, and anxiety as a result of their physiological state. The majority of the students' reluctance to participate stemmed from their fear of making mistakes while speaking English. Some of the students in the class were terrified and embarrassed when it came time for them to give presentations in front of their peers. Students' hesitation to speak up in class was mostly driven by factors including anxiety, fear, and timidity on their parts. Students' anxiety about their ability to communicate in English was stopping them from interacting with one another (Bk, 2016).

Fluency and accuracy in English speaking

In the field of language education, the concept of accuracy is commonly used as a contrast to the more popular notion of fluency. In common usage, the term oral proficiency refers to a person's ability to communicate effectively verbally in any language, regardless of whether that language is the individual's native tongue or a foreign language. The ability to speak for lengthy periods of time with little interruptions, as defined by Malatji et al., is the defining characteristic of fluency (Waterworth, 2016). Fluency is defined differently by Elvin (2016) and Eger et al. (2019). Elvin defines it as generating speech at a native-like speed, whereas Eger et al. (2019) define it as effortless. The word native-like speed should not be confused with wide fluency, which has been defined as a cover term for oral competence (defined by Levis et al., 2018). When it comes to teaching a language, there are numerous instances in which fluency and correctness are pitted against one another. An examination of the past may result in a preference for one strategy or strategy over another. On the other hand, neither of these two ideas can be considered mutually exclusive. In order to achieve true fluency in a language, you need to be able to strike a careful balance between the two aspects of the language. It is possible that the listeners will be put under unnecessary stress if the speaker is fluent in their original tongue but not in their own language. In many contexts where fluency is essential, a failure to communicate correctly could result in a breakdown in that relationship. Incorrect speech, whether it be caused by grammatical errors or phonological faults, can be detrimental to both the meaning and the flow of what is being communicated.

Hypotheses

H1: There is impact of Non-Native language learners on English Speaking Skills of students

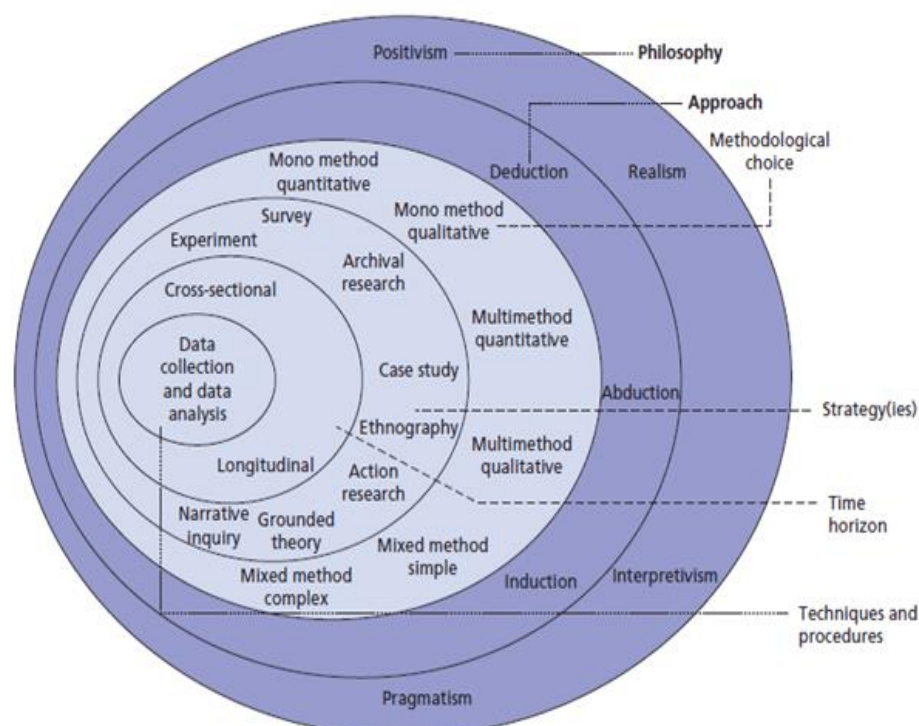
H2: There is impact of Accuracy and Fluency on English Speaking Skills of students.

Material and Methods

The purpose of this research is to determine the challenges that non-native speakers of English face when it comes to achieving accuracy and fluency in their spoken English at the BS level. The findings of this study are based on the research strategies employed and the quantitative data collected throughout the course of the inquiry. This dissertation makes use of the quantitative research approach (Quick and Hall 2015).

Research philosophy

A philosophy of research is a systematic approach to the gathering of data, the examination of that data, and the interpretation of its meaning that researchers employ as a framework for carrying out their job. One way to think about this strategy is as an overall research hypothesis. It is vital to differentiate between epistemology and doxology because of the basic differences between the two approaches to knowledge. Epistemology refers to the philosophical underpinnings upon which scientific investigation is built. Doxology refers to the study of dogma. It is usual practice to classify research philosophy into the following four main categories: pragmatism, positivism, realism, and interpretativity (interpretivism) (Tamminen and Poucher, 2020).



Throughout our investigation, we have utilized the positivist philosophy of science, which asserts that only data acquired through direct observation can be considered reliable (using the senses, including measurement). When conducting positivist research, the responsibility falls on the researcher to maintain objectivity in every aspect of data collection and analysis. By assuming the role of a disinterested observer, the researcher can eliminate personal biases and prejudices from the data. Results obtained from such

investigations can generally be evaluated and compared in a structured manner. Positivists support their claims with empirical evidence that can be tested and analyzed under controlled conditions.

Research Design

To get a better understanding of the complexity Explanatory research was utilized in this investigation to better understand the challenges non-native speakers of the English language face when it comes to speaking accurately and fluently. The type of research that aims to clarify a phenomenon and address gaps in our comprehension is referred to as explanatory. Researchers typically utilize this approach when there is insufficient information available on the subject matter (Castaon and Ribeiro, 2021).

Sampling Design

To identify the complexities Faced by Non-native Learners in Accuracy and Fluency in English Language speaking at BS Level, Khwaja Fareed University of engineering and information technology Rahim Yar Khan at BS English level students participated in this research.

Target Population

The study's focus was on KFUEIT, and it collected data from those BS students in order To identify the complexities Faced by Non-native Learners in Accuracy and Fluency in English Language speaking at BS Level.

Sample Size

This study involves 150 students from KFUEIT, enabling a more comprehensive data collection process. Students who are currently pursuing a BS in English were given the opportunity to complete the questionnaire at their convenience and comfort level.

Sample Technique

To identify the complexities Faced by Non-native Learners in Accuracy and Fluency in English Language speaking at BS Level, As an example of a non-probability sampling strategy, convenience sampling was used in this investigation. A convenience sample consists of respondents that meet both of these criteria: they are both conveniently available and can be recruited for the sample in a short amount of time (Etikan, Musa and Alkassim, 2016).

Date Analysis

Validity and Reliability of Instrument:

The researchers in this study used the SPSS software to assess the reliability of the research and determine how the dependent and independent factors affected the results. They employed statistical analysis techniques like regression and correlation to gather information. The questionnaire instrument used in the study had already been evaluated for validity in previous research, and questions from that research were included in this study.

Pilot testing

Table 1
Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0

Total	30	100.0
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a. Listwise deletion based on all variables in the procedure.

The fact that there is not a single missing value that was discovered throughout the method is shown in the aforementioned table, which shows that the data was gathered from thirty participants who took part in the pilot testing

Table 2
Reliability Statistics

Cronbach's Alpha	N of Items
.879	20

The fact that the Cronbach's Alpha of N 20 items is 0.879, as shown in the table above, indicates that the instrument has been validated and is suitable for use in future research. In addition, there was not a single value shown in the data throughout the process

Results and Discussion

“In this chapter, the focus is on the analysis of the collected data. It begins by presenting the research methods used, followed by a discussion of various techniques such as normalcy test, overall reliability, regression analysis, and correlation. The chapter concludes with an exploration of the possible implications of these findings. The previous chapter provided a general overview of the concept.

Descriptive analyses

Table 3
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Age	150	1.00	2.00	1.5400	.50007	-.162	.198	-2.001	.394
Gender	150	1.00	2.00	1.5400	.50007	-.162	.198	-2.001	.394
Education	150	1.00	1.00	1.0000	.00000
Valid N (listwise)	150								

The subsequent table presents information on four distinct factors, including age, gender, and education, which are noteworthy. The survey was completed by 150 participants, and no data was excluded. Gender and age have an average value of 1.5400. The mean value for gender is the highest in the table, at 1.00000, followed by the mean value for years of education at 1.00000.

The fact that the standard deviation for education is 0.50007 while it is only 0.50007 for age and the amount each gender contributes to the data in the table explains why the statistics for education are more randomly distributed than those for age.

Table 4
Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-20	69	46.0	46.0	46.0
	21-25	81	54.0	54.0	100.0
	Total	150	100.0	100.0	

The Age column breakdown reveals that 150 individuals were involved in the dataset. The table illustrates the number, percentage, and valid percentage of participants in different age groups. Out of the total participants, 69 fell in the teenager category (16-20), while 81 belonged to the young adult group (21-25). The table demonstrates that all important information about the survey participants was accurately documented.

Table 5
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	69	46.0	46.0	46.0
	Female	81	54.0	54.0	100.0
	Total	150	100.0	100.0	

The data was gathered from a group of 150 individuals, with 69 being men and 81 being women. In other words, the number of female participants was equal to that of males, accounting for 54.8% of the total participants. The table above shows the frequency, percentage, and valid percentage of both male and female participants, as well as the gender distribution. The table indicates that we recorded all relevant details about the survey's participants.

Table 6
Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BS English	150	100.0	100.0	100.0

The table named Education displays the frequency percentage and valid percentage of participation, and it shows that all of the 150 individuals who completed the survey had obtained a Bachelor of Science degree in English as their highest level of education.

Overall Reliability**Table 7**
Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

The table above presents data that was collected for the purpose of reliability testing, based on the responses of 150 individuals. The graph immediately preceding the table indicates that the data is complete, with no missing values.

Table 8
Reliability Statistics

Cronbach's Alpha	N of Items
.894	20

Before proceeding with the study, it is necessary to establish the reliability of the instruments. The standard dictates that the Cronbach's Alpha should be less than 0.05 to proceed with the study. The reliability analysis method can be used by researchers to assess the overall characteristics and individual components of a measuring scale. The Dependability Analysis process provides various metrics for assessing scale reliability, which are beneficial in practical applications. Additionally, it helps in developing new scales by identifying the relationships between different components of the scale, which can be found in the Connections tab. The instrument's high reliability, as demonstrated by a Cronbach's Alpha value of 0.894, means that it can be used in a wide range of research settings.

Regression Analyses

Hypotheses Summary

Table 9
Hypotheses Testing

H	Hypothesis	P Value	Result
H1	There is impact of Non-Native language learners on English Speaking Skills of students	0.000	Supported
H2	There is impact of Accuracy and Fluency on English Speaking Skills of students	0.000	Supported

Table 10
Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	NLL ^b	.	Enter

a. Dependent Variable: ESS

b. All requested variables entered.

Table 11
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.711 ^a	.506	.502	.30834	.506	151.464	1	148	.000

a. Predictors: (Constant), NLL

The previous section provided an overview of the model, and the main characteristics of the model are summarized in the table above. In this model, the independent variable is Non-Native Speakers of English (NSSE), and the dependent variable is their English Speaking Skills (ESS). Based on an R squared value of 0.506, it can be inferred that the independent variable explains 50% of the variation in the dependent variable. The study suggests that half of the variation in English proficiency can be attributed to non-native speakers (ESS). NLL is an abbreviation for Non-native language learners. The correlation score of 0.711 indicates a significantly positive relationship between the two variables in the model. This is because the model predicts a positive association.

Table 12
ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.401	1	14.401	151.464	.000 ^b
	Residual	14.071	148	.095		
	Total	28.472	149			

a. Dependent Variable: ESS

b. Predictors: (Constant), NLL

The table displays a P-value of 0.000, indicating a significant connection between the independent and dependent variables. This suggests that there is a correlation between the two. Additionally, the high value of F (151.464) implies that there may be a relationship between the components of the model. Overall, these findings support the conclusion that the model is appropriate for further study and has produced statistically significant results for regression analysis. Therefore, we can confidently draw this inference based on the model's ability to generate values with adequate statistical significance.

Table 13
Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.138	.198		5.746	.000
	NLL	.687	.056	.711	12.307	.000

a. Dependent Variable: ESS

The value represents how much the mean of the dependent variable is affected by a change of one unit in the independent variable, while keeping all other variables constant. The coefficients table contains T scores of 5.746 and 12.307. The data table above this text shows that Non-Native Language learners (NLL) was used as an independent variable in the study. The results indicate that there is a positive and statistically significant impact of English Speaking Skills (ESS) on Non-Native Language Learners, as the significance level is lower than 0.05 (specifically 0.000), which means that the null hypothesis *H1 is accepted*.

Table 14
H2 Descriptive Statistics

	Mean	Std. Deviation	N
ESS	3.5544	.43714	150
AF	3.5343	.44208	150

The above table presents information on the mean, standard deviation, and total number of respondents. The average score for English Speaking Skills (ESS) is 3.5544, whereas the average score for Accuracy and Fluency (AF) is 3.5343. Even though the standard deviation for ESS is lower at 43% compared to 44% for NLL (Non-native Language learners), the data for AF appears to be more widely spread out than ESS. This indicates that the figures for AF are more dispersed than those for ESS.

Table 15
Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	AF ^b	.	Enter

- a. Dependent Variable: ESS
- b. All requested variables entered.

Table 16
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.713 ^a	.509	.506	.30736	.509	153.382	1	148	.000

- a. Predictors: (Constant), AF

The previous section provided an overview of the model and the table above summarises its key features. This model examines two variables: (1) Accuracy and Fluency (AF), which is the independent variable; and (2) English Speaking Skills (ESS), which is the dependent variable. When the R square statistic equals 0.509, it suggests that the independent variable accounts for 50% of the variation in the dependent variable. According to the study, almost half of the variation in English speaking proficiency can be attributed to Accuracy and Fluency (AF). The correlation coefficient of 0.713 indicates a highly significant and positive relationship between the two variables in the model. This is due to the fact that the model predicts a positive association.

Table 17
ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.490	1	14.490	153.382	.000 ^b
	Residual	13.982	148	.094		
	Total	28.472	149			

- a. Dependent Variable: ESS
- b. Predictors: (Constant), AF

The table displays a P-value of 0.000, indicating a significant association between the dependent and independent variables. This suggests that there is a connection between the two. Additionally, the F-value of 153.382 also indicates a possible link between the two components of the model. Based on this evidence, we can conclude that the model is appropriate for guiding future research and has generated a statistically significant value for regression analysis. Therefore, we can confidently infer that the model has the capability to produce a numeric result with enough statistical significance for regression analysis.

Table 18
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.061	.203		5.232	.000
	AF	.705	.057	.713	12.385	.000

- a. Dependent Variable: ESS

The value indicates how much the mean of the dependent variable is affected by a change of one unit in the independent variable, while keeping all other factors constant. The coefficients for both T scores of 5.232 and 12.385 are provided, and the independent variable in this research is AF (Accuracy and Fluency), as shown in the data table above. The dependent variable, ESS, has a level of significance of 0.000, which is less than 0.05. This suggests that Accuracy and Fluency have a strong and positive impact on ESS. Therefore, the second hypothesis, H2, is also supported.

Correlations Analyses

Table 19
Descriptive Statistics

	Mean	Std. Deviation	N
NLL	3.5162	.45230	150
AF	3.5343	.44208	150
ESS	3.5544	.43714	150

Above this paragraph, there is a table showing summary statistics such as means, standard deviations, and response rates. The average score for English Speaking Skills (ESS) is 3.5544, which is lower than the averages for Accuracy and Fluency (AF) and Non-Native Language Learners (NLL). Interestingly, even though the standard deviation for ESS is higher at 43%, and the standard deviation for NLL is lower at 44%, the data for ESS is more spread out than that for NLL when compared to the data for AF.

Table 20
Correlations

		NLL	AF	ESS
NLL	Pearson Correlation	1	.790**	.711**
	Sig. (2-tailed)		.000	.000
	N	150	150	150
AF	Pearson Correlation	.790**	1	.713**
	Sig. (2-tailed)	.000		.000
	N	150	150	150
ESS	Pearson Correlation	.711**	.713**	1
	Sig. (2-tailed)	.000	.000	
	N	150	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

The relationships between the parts are explored in further detail in the tables provided above. The p-values produced by correlation tests can be used to further probe hypotheses and establish connections between variables. After factoring in all of the potential factors, a correlation analysis is conducted to see if any exist. Non-Native Speakers of English (NLL), Accuracy, and Fluency in English (AF), and English Speaking Skills (ESS) are all shown in a table with corresponding sig values. The significance level (sig) must be lower than 0.05 before a hypothesis may be accepted. All of the sig values in the table are less than 0.05, indicating a strong relationship between the variables. There is a high degree of association between Non-Native Language Learners and English Speaking Skills, as shown by the table's correlation value of 0.711. The 0.713 correlation value between Accuracy and Fluency (AF) and English Speaking Skills also reveals a robust relationship between these two factors."

Conclusion

The aim of this research was to find complexities Faced by Non-native Learners in Accuracy and Fluency in English Language speaking at BS Level. Initially research tried to

investigate the impact of Non-Native language learners on English Speaking Skills of students. In results this research finds out that, there is positive and significant impact of Non-Native language learners on English Speaking Skills of students. Students who are studying English as a second language or as a foreign language have benefited from the proliferation of paradigms that has happened over the course of the preceding seven decades. A number of different paradigms were designed so that they may be of service to the students. The capacity to communicate in a manner that is both clear and brief is one of the most critical characteristics that a person may have in order to be successful in the process of learning a new language. The aim of this research was to find complexities Faced by Non-native Learners in Accuracy and Fluency in English Language speaking at BS Level. Initially firm tried to investigate if there is impact of Non-Native language learners on English Speaking Skills of students. In results this research finds out that, there is positive and significant impact of Non-Native language learners on English Speaking Skills of students. Secondly this research intended to investigate if there is impact of Accuracy and Fluency on English Speaking Skills of students.

Recommendations

Based on the findings of this study, the following recommendations are suggested:

1. Educational institutions should prioritize the development of practical communication skills in English for non-native learners. This can be achieved through interactive and communicative teaching methods that encourage students to actively engage in conversations and presentations.
2. Teachers should create a supportive and encouraging learning environment that promotes risk-taking and reduces students' fear of making mistakes. This will help boost their confidence in speaking English and increase their fluency.
3. Curriculum designers should incorporate more opportunities for students to practice their English speaking skills, such as role-playing activities, debates, and group discussions. These activities will provide valuable practice in various contexts and enhance students' ability to communicate effectively.
4. Continuous assessment and feedback mechanisms should be implemented to monitor students' progress in English speaking skills and provide guidance for improvement.
5. Professional development programs should be offered to teachers to enhance their pedagogical skills in teaching English speaking skills and to stay updated with the latest methodologies and approaches.

By implementing these recommendations, educational institutions can better support non-native learners in achieving accuracy and fluency in English language speaking.

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